Course Description
As is the case in most all societies, Americans, since our earliest beginnings, have had the need to address situations in which persons have moved/fallen/been thrust “off the standard path.” The techniques for handling such situations have changed over time, as have the popular and professional understanding of and purposes for such institutionalization. This course will examine both the changing understanding of why people should be institutionalized and the resultant nature, structure and operations of such institutions. Such developments will be studied within the context of historical changes in the American social, economic and political environments. History 309 will explore historical precedents for handling persons “disconnected” from their community by choice or necessity.

Course Goals:
1) Students will gain an introductory understanding of the changing rationale for institutionalization in the United States from the colonial period through the early 1900s
2) Students will develop an introductory understanding of the changing structure and operations of prisons, asylums, and orphanages which resulted from changes in the intellectual, social, and economic context of American society.
3) Students will gain an understanding of the nature of historical scholarship
4) Students will be provided with the opportunity to improve their writing, research, and discussion skills.

Course Texts:
Rothman, David J. The Discovery of the Asylum: Social Order and Disorder in the New Republic. New York: Little, Brown and Co., 1990. (This text is out-of-print and will be sold in photocopy format with the permission of Little, Brown and Company, owners of the copyright.)
Additional readings as assigned

Grading and Assignments
Reflection Papers—Students will prepare a series of reflection papers that will account for 35% of the final grade. Papers will focus on reflection and consideration of the class discussions and readings. Additional details on this assignment will be available after February 6. Six reflection paper opportunities will exist over the semester. Students must submit 5 of the six reflection papers.

Final Project—Each student will complete a final project (as part of a group) which will involve research on an institution of care and control or social attitudes toward individuals dealt with by such institutions. The final project will account for 35% of the final grade in History 309. Additional details on this assignment will be available by March 13.

Class Participation—Thirty percent of the final grade will be based on class participation. Class participation will be evaluated based on the extent of classroom discussion involvement, apparent preparation for class, and a series of small out-of-class or in-class assignments to be presented in class. Students missing more than 2 classes will see a reduction in their final grade.
**Incomplete Grades**--Incomplete grades will be awarded only when students contact Dr. Cuff in advance of assigned due dates and explain the reasons for their failure to complete the assigned work on time. Failure to do so will result in a lowered grade for the assignment. Unless all course requirements are fulfilled (or other arrangements are made) by the end of the term you will receive an "F" for the course.

**Deadlines**--Assignments are due at the beginning of class on the day noted.

**Extra Credit**-- No "extra credit" will be given.

**Reading**--The assigned reading for a particular date should be completed prior to attending that day's class. Your ability to comprehend lectures and benefit from discussions will be enhanced by having completed the assigned reading. In many, but not all instances, reading guides will be provided to help students move through the texts assigned with good comprehension. Students are responsible for being able to address (i.e. provide an answer/comment based on a thoughtful reading of the material) for every reading. Each student will be given one "pass" (an opportunity to decline to comment on a particular day's readings) per term. Inability to address another day’s material will be the basis for reduction in the participation grade.

**Work Expectations**--Anticipate an average of 2-3 hours' worth of work outside of class for every hour spent in class for this (and any) college course. You should expect 6-9 hours of outside work per week for this class. [Note: Therefore, students registered for 15 credit hours should expect 30-45 hours worth of work outside of class each week. In other words, college is a full-time job.]

**Academic Integrity**

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“Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College.” [Westminster College Undergraduate Catalog, 2017-2018, p. 65-69.] In other words, as you learned in kindergarten, do your own work, keep your eyes on your own paper, and treat others as you’d like to be treated.

As per the portion of the College’s academic integrity policy cited above, (and described in full in the College catalog), violations of the expectation of academic integrity will be dealt with seriously. Any work deemed to be plagiarized will, at minimum, result in a grade of a zero for the assignment and potentially failure in the course. Similar consequences will flow from other violations of the expectation of complete academic integrity. Additionally, students should be aware that across the College and in this class, Internet based software operated by Turn-it-in.Com will be in use this term and for the foreseeable future. This software has been made available both to enable students to verify that their writing is plagiarism free and by faculty to check student work for originality. While Dr. Cuff will not necessarily use Turn-it-in.com for all assignments, be aware that any and all assignments are eligible for such review.

**Needs for Special Accommodation**

Students with special needs of a physical or academic nature should speak with Dr. Cuff so that accommodations, consistent with college policy, can be instituted.

**Office Hours** --I will be available for student consultation (or friendly visits) on Mondays and Wednesdays from 9:15 to 10:45 am, on Tuesdays from 2:30 to 3:45 pm, on Thursdays from 10:45 a.m. to 12:15 p.m., and other times by appointment. Please feel free to contact me by email with questions or concerns at other times.
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<tr>
<th>Session</th>
<th>Date</th>
<th>Class Focus</th>
<th>Preparation for Class Meeting</th>
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| 1       | Tuesday, Jan 16       | **Outside Student Meeting**  
Operational Guidelines, Class Focus, Organization, Definitions and Introductions, Expectations | **Outside students do not meet on this day.**                      |
| 1       | Monday, Jan 22, 1-3:15 pm | **Inside Student Meeting**  
Operational Guidelines, Class Focus, Organization, Definitions and Introductions, Expectations | **Outside students do not meet on this day.**                      |
| 2       | Tuesday, Jan 23       | **First Session**  
Introductions, Community Development and an Introduction to History        |                                                                   |
| 3       | Monday, Jan 29, 1-3:15 pm | **Inside Student Meeting - Debrief**  
Outside Students Only. No travel to TCI  
Outside Students meet at 8:30 am, Room TBD | **Outside students do not meet on this day.**                      |
| 3       | Tuesday, Jan 30       | **Outside Student Meeting - Debrief**  
Outside Students Only. No travel to TCI  
Outside Students meet at 8:30 am, Room TBD | **Outside students do not meet on this day.**                      |
| 4       | Tuesday, Feb 6        | History - Building a Context  
The Nature of History  
| 5       | Tuesday, Feb 13       | Colonial America—English Heritage of Law and Custom in Care of the “unfit”  
1) English roots  
2) community expectations | **Reflection Paper #1 Due**  
Reading: Rothman, Introduction  
Colvin, Introduction and Chapter 1                                     |
| 6       | Tuesday, Feb 20       | Colonial America—English Heritage of Law and Custom in Care of the “unfit” (conclusion)  
Shifting intellectual understandings, cultural predispositions and policy choices | **Reflection Paper #2 Due**  
Reading: Rothman, Chapters 1 and 2                                                          |
Reading: Rothman, Chapters 3 and 4  
Colvin, Chapters 3 and 4                                                                 |
<p>|         | Tuesday, March 6      | <strong>No Class Meeting</strong>                                                        | <strong>Spring Break</strong>                                                   |</p>
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Note</th>
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<tr>
<td>8</td>
<td>Tuesday, March 13</td>
<td>Rise of the Consolidated Prison System: An Evaluation</td>
<td>Colvin, Chapter 5</td>
<td>Reflection Paper #4 Due</td>
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<td>Orphans and other Unsupported Children</td>
<td>Rothman, Chapter 9</td>
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<td>9</td>
<td>Tuesday, March 20</td>
<td>The Demise of Early National and Antebellum “Reform”</td>
<td>Reading:</td>
<td>Reflection Paper #5 Due</td>
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<td>Rothman, Chapter 10</td>
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<td>10</td>
<td>Tuesday, March 27</td>
<td>Institutions Off the Rails: Convict Leasing and Orphan Trains</td>
<td>Reading:</td>
<td>Reflection Paper #6 Due</td>
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<td>Colvin, Chapter 9 and 10</td>
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<td>11</td>
<td>Tuesday, April 3</td>
<td><strong>No Class Meeting</strong></td>
<td>Easter Break</td>
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<td>(Monday classes meet at Westminster)</td>
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<tr>
<td>12</td>
<td>Tuesday, April 10</td>
<td>In-class work, group project</td>
<td>Group Project</td>
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<td>13</td>
<td>Tuesday, April 17</td>
<td>In-class work, group project</td>
<td>Group Project</td>
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<td>14</td>
<td>Tuesday, April 24</td>
<td>In-class work, group project</td>
<td>Group Project</td>
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<td>15</td>
<td>Tuesday, May 1</td>
<td>Closing Ceremony</td>
<td>Closing Ceremony</td>
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<td>15</td>
<td>Tuesday, May 8</td>
<td><strong>Inside Student Meeting - Debrief</strong></td>
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<td>15</td>
<td>Wednesday, May 9, 3</td>
<td><strong>Outside Student Meeting - Debrief</strong></td>
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